

Office of the Secretary-Treasurer

School District No. 61 (Greater Victoria)
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Kim Morris - Secretary Treasurer

TO: Operations Policy & Planning Committee

FROM: Kim Morris

RE: Talking Tables 2020

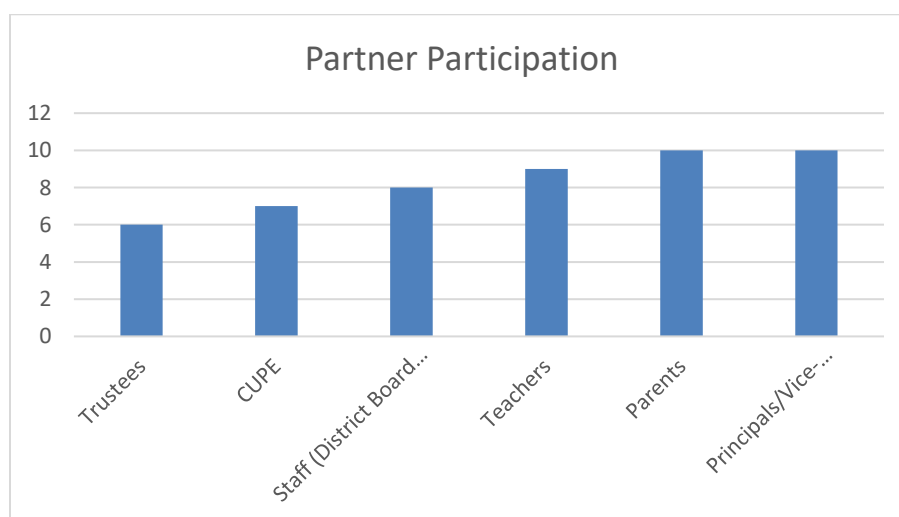
DATE: March 2, 2020

On February 20, 2020, a “Talking Tables” event for budget was held. Talking tables for budget is an opportunity to hear directly from parents, unions, staff, and trustees about student learning. Topics are broad and are intended to draw out themes for decision makers to consider when making human and financial resource allocations for 2020-2021.

Intentions of the event were:

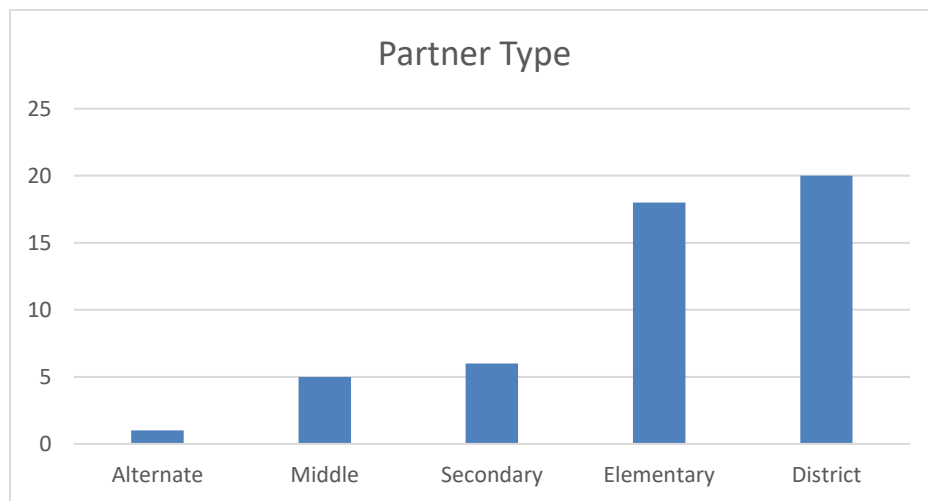
1. Social and relationship building
2. Partner engagement directly with trustees
3. Maximum trustee exposure to partners
4. Inform decision making
5. Diverse opinion

Approximately 50 partners came together:



The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Sites Represented	
Trustees	Marigold Elementary
Indigenous Education	McKenzie Elementary
SJ Burnside Alternate	Monterey Middle
Cedar Hill Middle	Mt Douglas High
Campus View Elementary	Oak Bay High
Eagle View Elementary	Quadra Elementary
Facilities	Reynolds
Finance	Rockheights Middle
Frank Hobbs Elementary	Rogers Elementary
George Jay Elementary	Shoreline Middle
Human Resources	South Park Elementary
Information Technology	Torquay
Lake Hill Elementary	International
Lansdowne Middle	View Royal
Learning Team	



Partners shared a meal together and socialized, after which, a short budget presentation was provided. Participants then moved into the first of four topics: Reconciliation. Facilitators were identified and note recorders were selected at each table. A timer was set for 20 minutes and discussion ensued. When the first topic's time was up, Trustees moved to a new table for topic 2: Climate. The same format repeated for topics 3: Facilities and topic 4: Student Supports.

The agenda is attached as Appendix "A". The budget presentation slides are attached as Appendix "B" and notes from table recorder on each topic are attached as Appendix "C".

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Thank you to all participants trustees who were able to attend for part or all of the evening and especially to partner executives who found attendees for the evening. To those unable to attend, we hope to see you at future events.

This report will be shared with partner groups, and will be posted on the budget resources District web page under 2020-2021 School Year Budget at <https://www.sd61.bc.ca/our-district/financial/> .

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

One *Learning* Community



**School District No. 61 (Greater Victoria)
VCPAC/CUPE 947/CUPE 382/GVTA/VPVPA/
Board of Education/Senior Leadership**

Talking Tables

Budget 2020-2021

Thursday, February 20, 2020

5:00 pm

Location: Ambrosia Centre, Victoria, BC

AGENDA

- | | |
|-------------|---|
| 5:00 – 5:30 | Gathering, seating |
| 5:30 - 5:45 | Welcome
Opening Remarks
Format of the Evening |
| 5:45 – 6:30 | Dinner |
| 6:30 – 7:00 | Budget Presentation |
| 7:00 – 7:20 | Topic#1 |
| 7:20 – 7:40 | Topic #2 |
| 7:40 – 8:00 | Topic #3 |
| 8:00 – 8:20 | Topic #4 |
| 8:20 – 8:30 | Closing Remarks |



One *Learning* Community



TALKING TABLES 2020

Welcome!

- February 20, 2020
- Informing Budget 2020-2021

Agenda

- 5:30-5:45 Acknowledgement of Traditional Territories
- Welcome & Introductions
- 5:45-6:30 Dinner
- 6:30-7:00 Budget Presentation
- 7:00-7:20 Topic #1
- 7:20-7:40 Topic #2
- 7:40-8:00 Topic #3
- 8:00-8:20 Topic #4
- 8:20-8:30 Closing Remarks



What is Talking Tables?

Event in the annual budget process

Include all education partners

Include large, diverse group

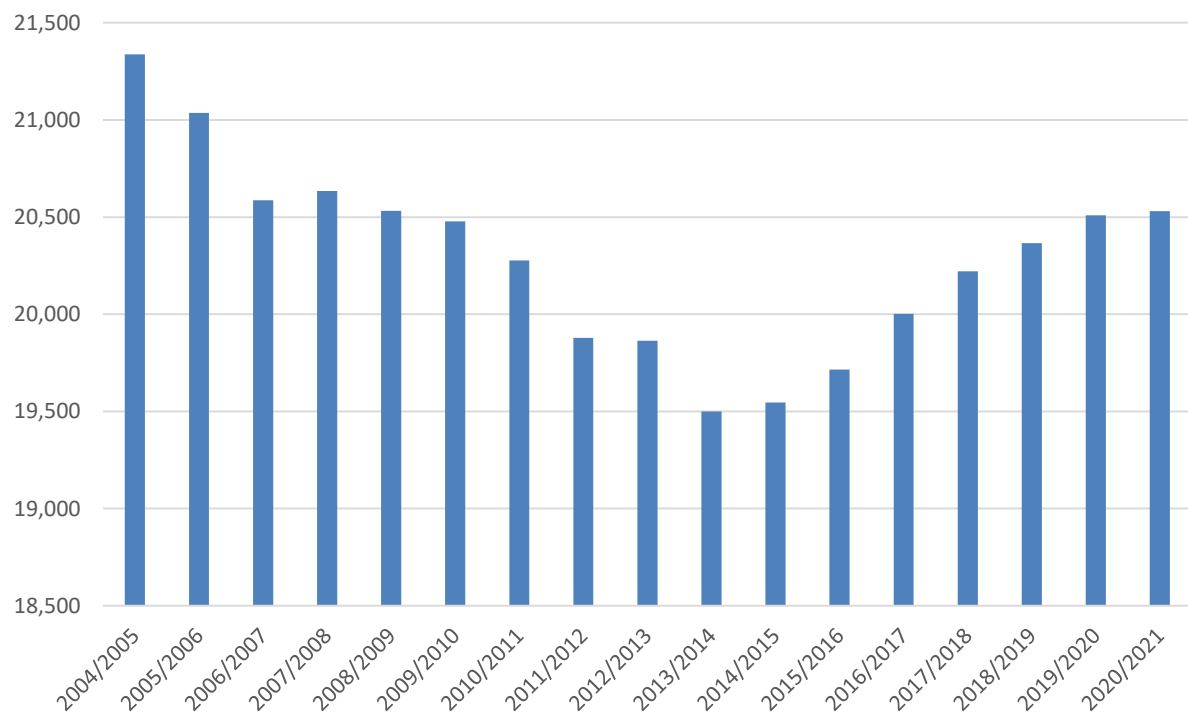
Social

Opportunity for Trustees to hear from as many voices as possible

Opportunity for individuals to deliver messaging to trustees

Talk about learning before money to align resources

Enrolment



Basic Allocation

Common per student amount for every FTE student enrolled by school type

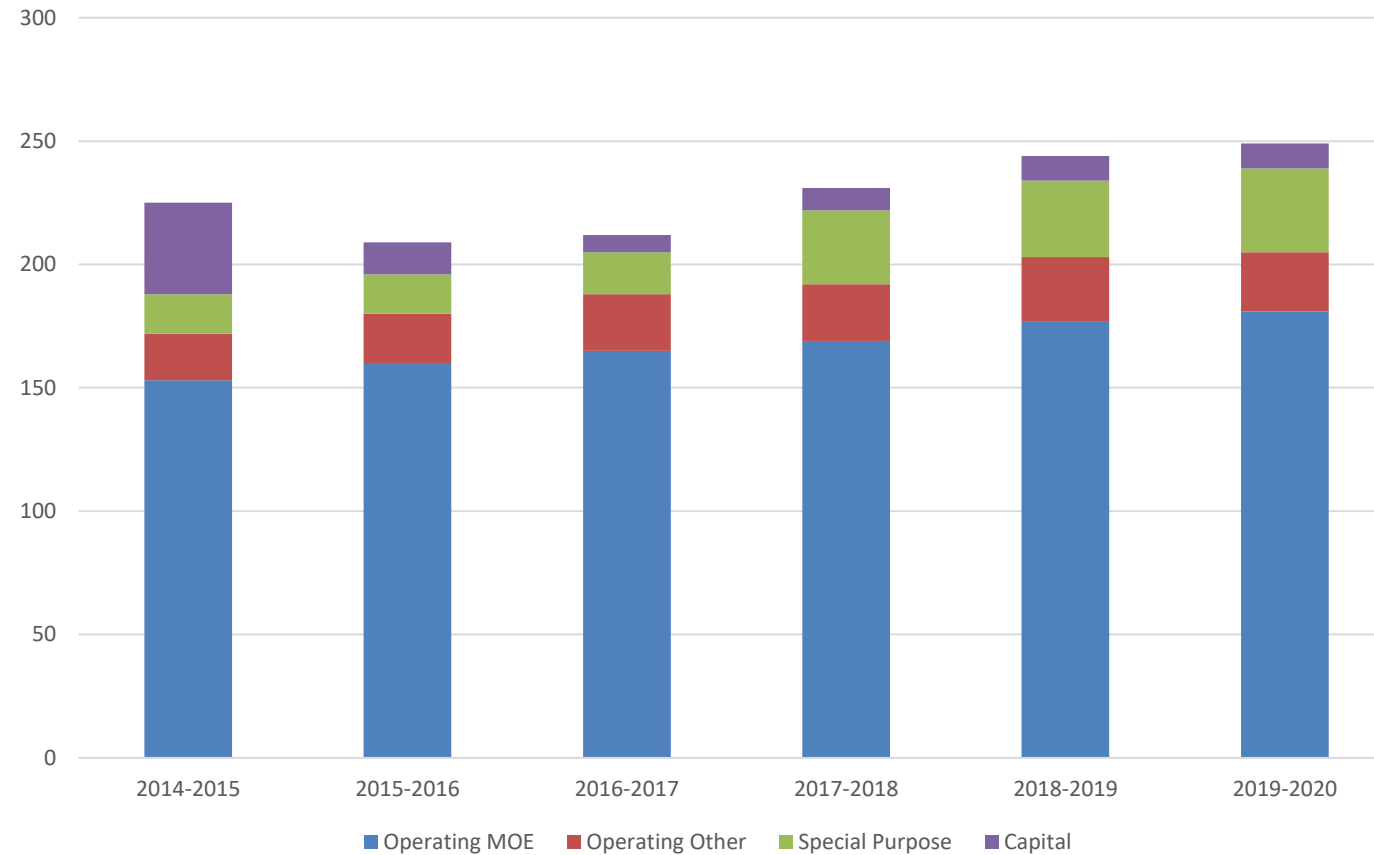
Standard School: \$7,468 per school age FTE	Continuing Education: \$7,468 per school age FTE
Alternate School: \$7,468 per school age FTE	Distributed Learning: \$6,100 per school age FTE

Unique Student

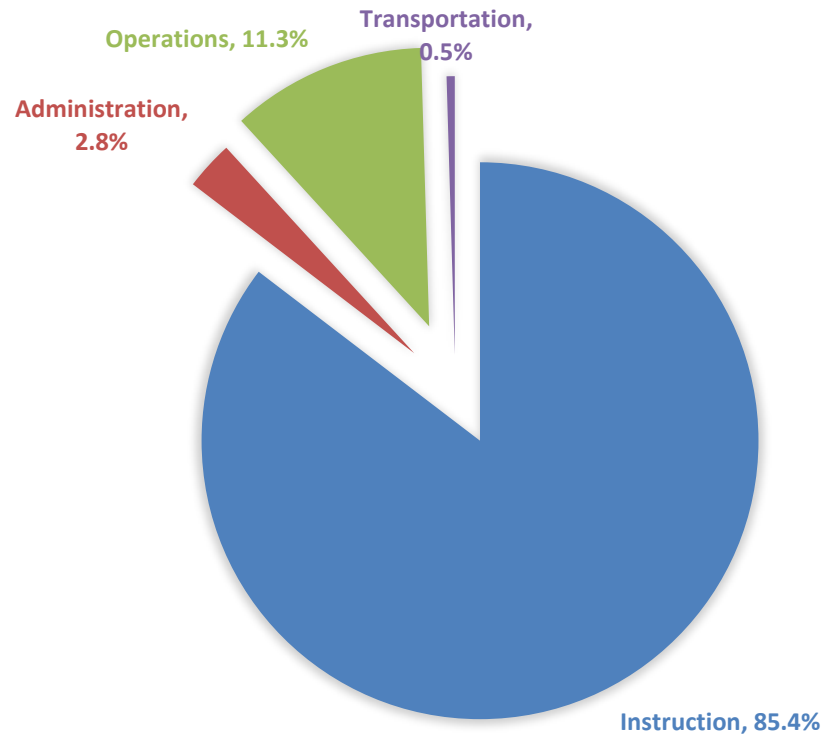
Additional per student funding to address uniqueness of district enrolment and support additional programming

Level 1 Special Needs: \$42,200 per student	Level 2 Special Needs: \$20,200 per student	Level 3 Special Needs: \$10,250 per student
English/French Language Learning: \$1,495 per student	Aboriginal Education: \$1,450 per student	Adult Education: \$4,773 per FTE
Vulnerable Students: in addition to CommunityLINK		

Revenue



Operating Expenses



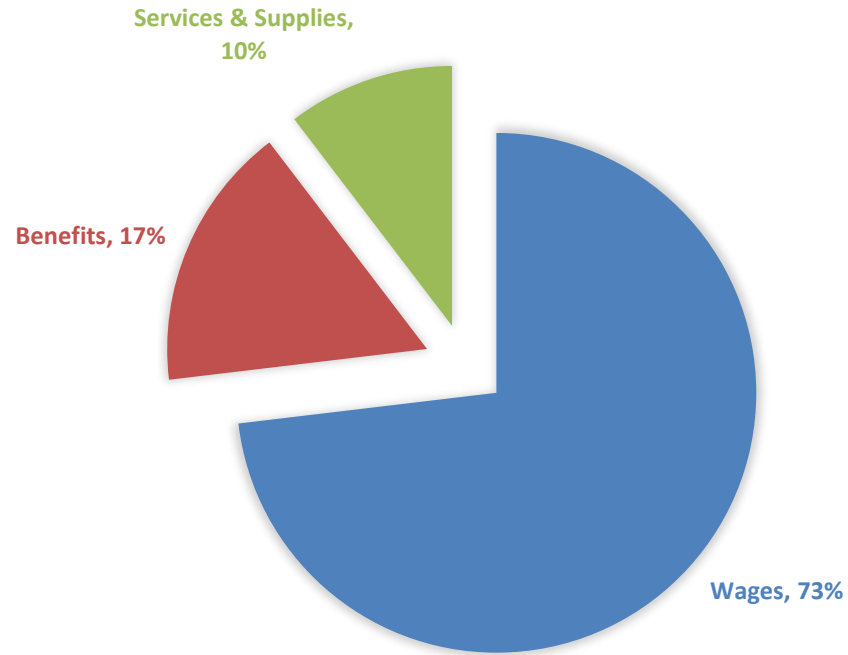
Instruction –relates to **delivery of learning experiences**: Teachers, Principals and Vice-Principals, Education Assistants, technology for the classroom, textbooks, curricular and extra curricular travel

Administration –relates to **running the district**: Superintendent, learning and special education leaders, finance, human resources, payroll, software, legal, audit

Operations –relates to the **maintenance and upkeep of buildings, grounds and technology**: plumbers, electricians, carpenters, custodians, groundspeople, computer technicians

Transportation –relates to **getting students to and from school each day** bus contractors and bus monitors

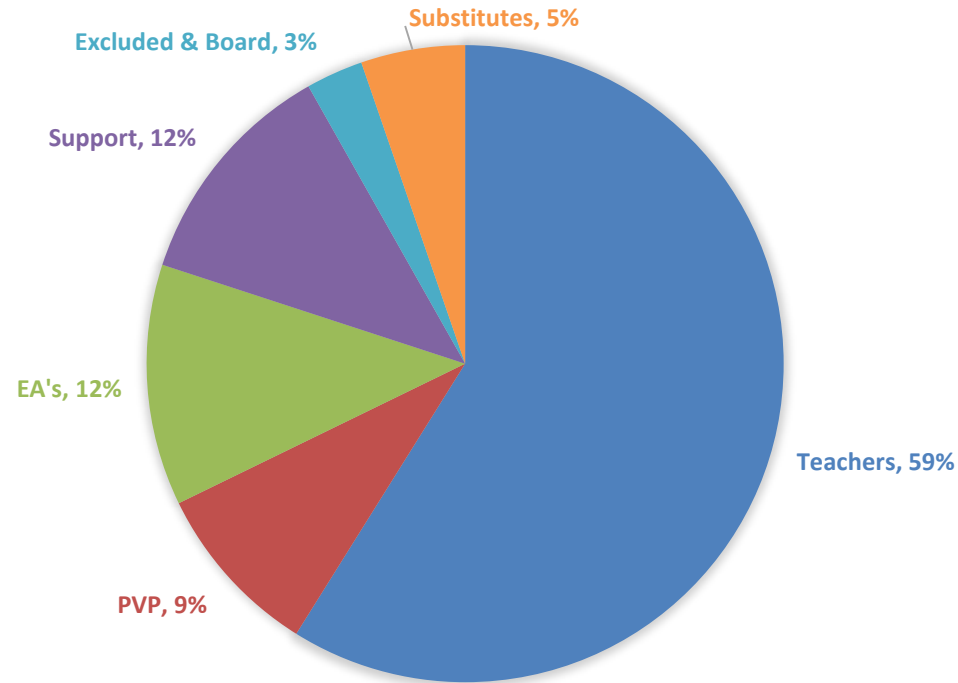
Operating Expenses



Paying people their wages and benefits takes up approximately **90%** of the budget

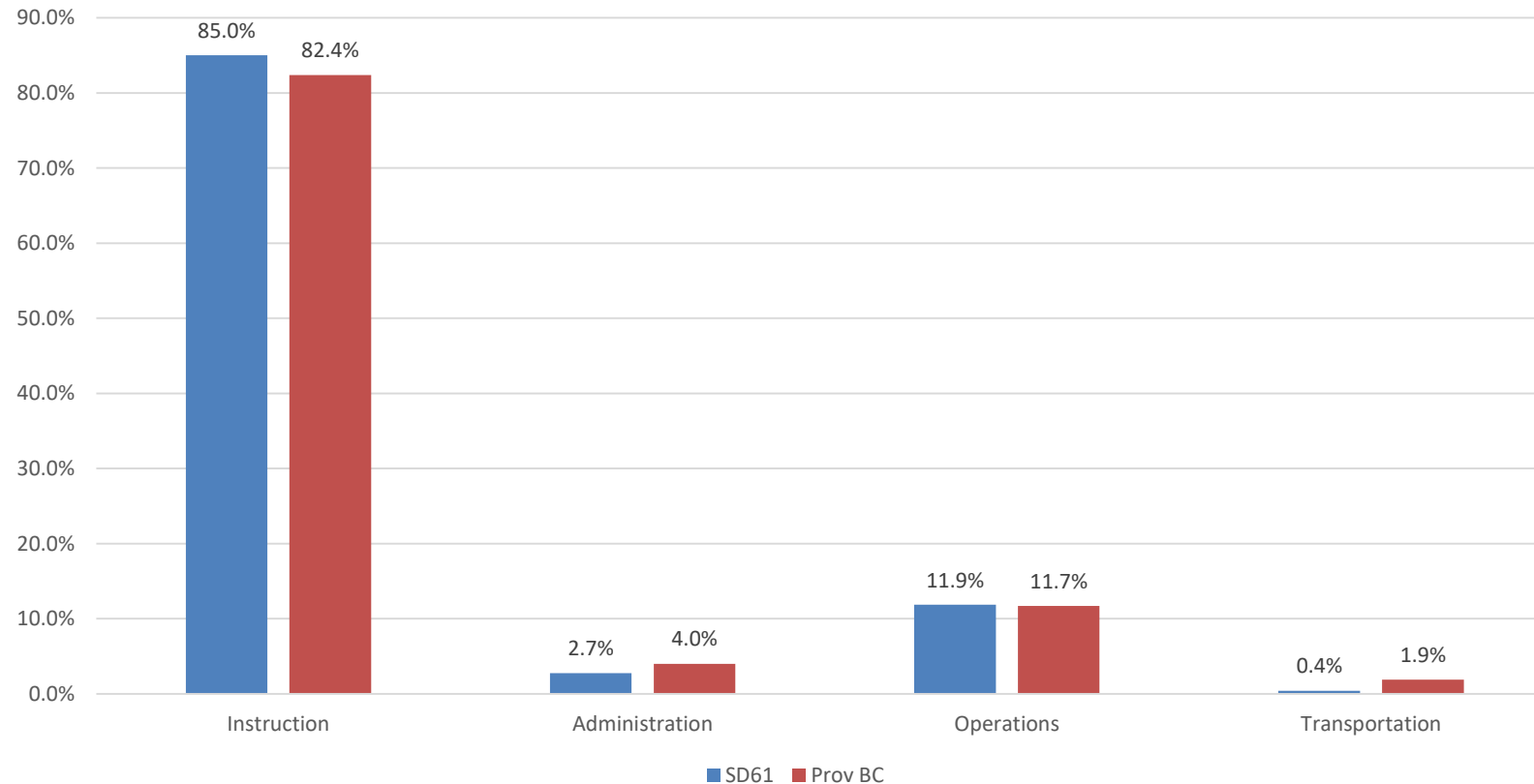
Paying for **everything else** (services and supplies) like technology, textbooks, fuel, travel, toilet paper, library books etc takes up the remaining **10%**

Operating Expenses

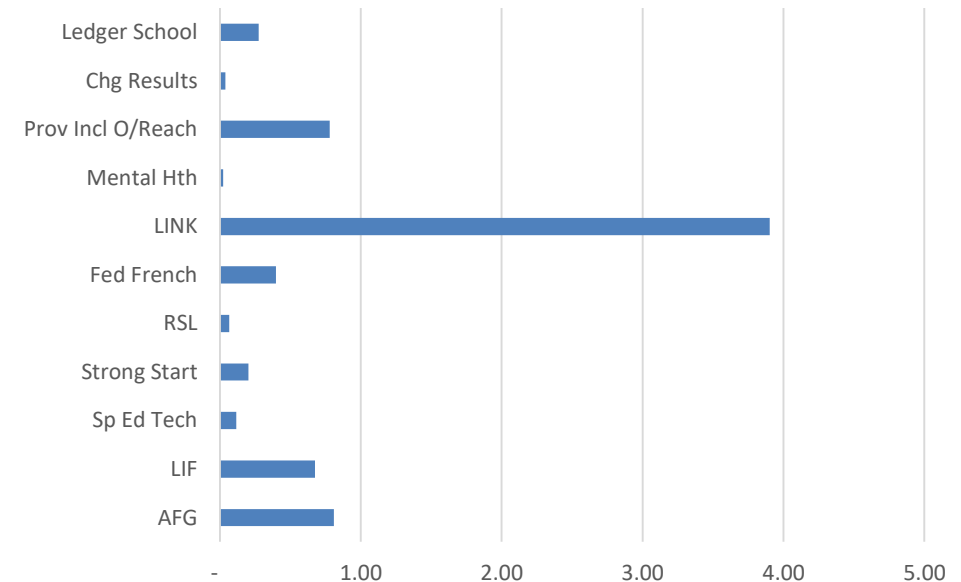
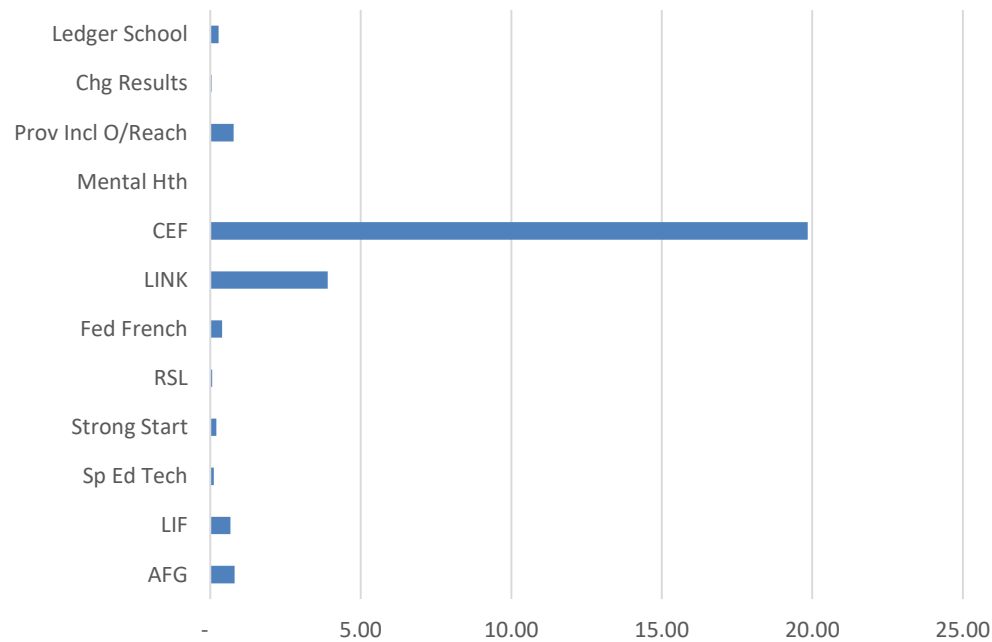


- Education is a **human service**, therefore most of the wages paid are to people **directly servicing students in schools and classrooms day to day**; teachers, counsellors, Principals and Vice-Principals, Education Assistants and Aboriginal Education Workers. These employees are paid 80% of total wages
- **Supporting and foundational** to classrooms are the secretaries, journeymen, custodians, computer technicians, superintendent, accounting staff etc. These employees are paid 15% of total wages
- Finally, when a teacher gets sick or attends a district meeting or a custodian or secretary or education assistant takes vacation, a **replacement or sub** is required to do their work. TTOC's and CUPE Relief employees are paid 5% of total wages

How Do We Stack Up?



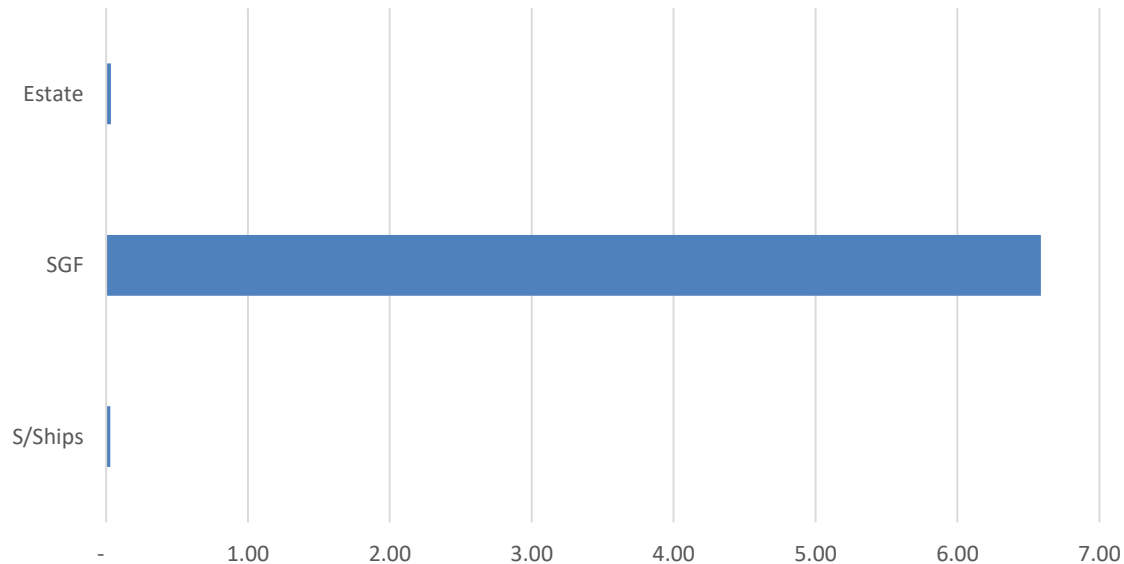
Special Purpose - MOE



Special Purpose Funds

- Ledger School = Ledger School
- Chg Results = Changing Results for Young Children
- Prov Incl O/Reach = Provincial Inclusion Outreach Program
- Mental Hth = Mental Health & Well-Being Promotion
- LINK = Learning Involves Nutrition & Knowledge
- Fed Frech = OLEP Federal French
- RSL = Ready Set Learn
- Strong Start = Strong Start
- Sp Ed Tech = SET BC / Special Education Technology
- LIF = Learning Improvement Fund
- AFG = Annual Facilities Grant
- CEF = Classroom Enhancement Fund

Special Purpose - Other



Special Purpose Funds

- Estate = Estate
- SFG = School Generated Funds
- S/Ship = Scholarships

Capital

Local Capital

- \$\$ the Board votes to set aside for equipment/projects like technology device replacement, childcare capital reserve, learning studios, inclusion spaces in schools
- Can be planned as an expense each year, or ad hoc depending on surplus at year end and emerging needs

Ministry Restricted Capital

- Approved on a project by project case basis
- Projects are submitted each June on the District's Annual 5-Year Capital Plan
- Requires Ministry approval to spend
- Examples include: playground grants, school enhancement grants, seismic projects, school replacement projects, additional student capacity projects
- Expectation that Districts will contribute some reserves to approved capital projects

5-Year Capital Plan

Project requested June 2019 for the 2020-2021 capital/fiscal year in SD61's order of top 2 priority:

Additions: Priority 1: Reynolds Secondary Addition

New Schools: Priority 1: New Elementary School in the Vic High catchment

Seismic: Priority 1: Cedar Hill Seismic Replacement
 Priority 2: Shoreline Upgrade

Building Envelope Program: Priority 1: Lambrick Park Secondary Upgrade
 Priority 2: Mt Douglas Upgrade

5-Year Capital Plan Cont.

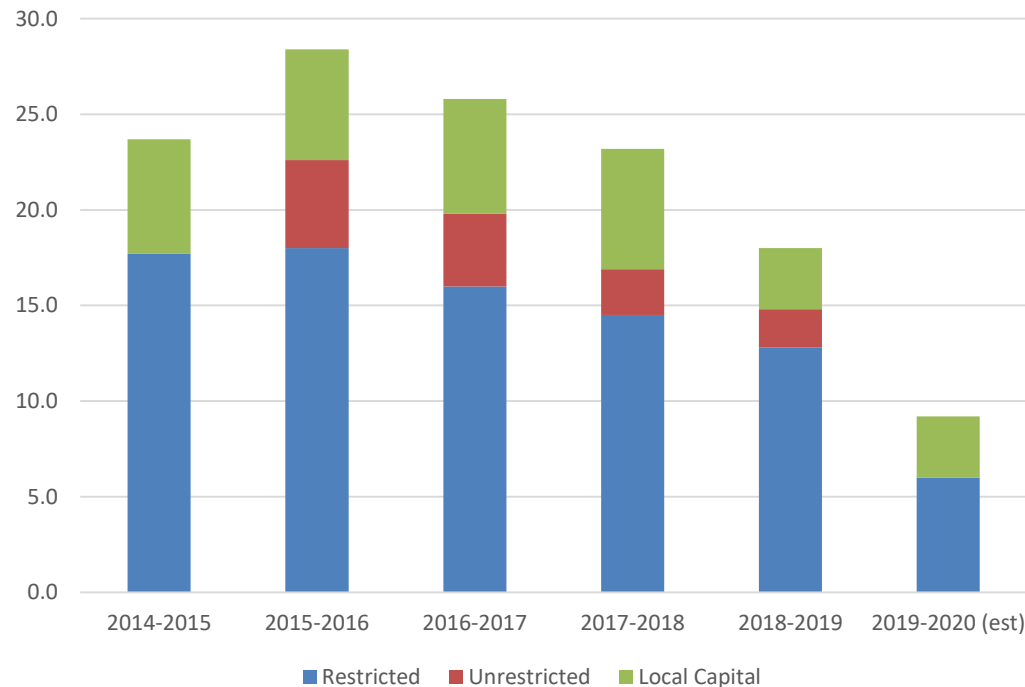
Project requested June 2019 for the 2020-2021 capital/fiscal year in SD61's order of top 2 priority:

School Enhancement Program: Priority 1: Vic High Mechanical
 Priority 2: South Park Roof Replacement

Carbon Neutral Projects: Priority 1: Spectrum Boiler Replacement
 Priority 2: Spectrum Upgrade to a walker system

Playground Enhancement Program: Priority 1: Northridge
 Priority 2: Victoria West

Surplus



Just like people should **save money for an emergency or a big future purchase**, the District does the same thing.

Operating surpluses can be restricted or unrestricted

International program is run like a business with students fluctuating and constant recruiting and enrolment balancing efforts. There is no government/ministry money supporting IP. Should the district hold a small contingency for these fluctuations?

- Inclusion Education –this program holds no contingency for students with unique needs that arrive in SD61 after the September 30 funding deadline. Should the district hold a contingency for October-June need?
- Facilities –SD61 is currently undergoing major capital upgrades and navigating increasing enrolment. Replacement schools do not have the same furniture & equipment budgets as new schools, therefore should part of the surplus be held for transition to new buildings and start-up of new classrooms?

Looking to 2020-2021

Funding model review

Phase I

Phase II

Main messages

Funding for unique student needs including Level 1/2/3
designations will remain status quo

Funding 'per course' will remain status quo

Engagement

ThoughtExchange

Student Symposium

Talking Tables

ThoughtExchange

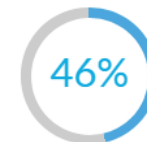
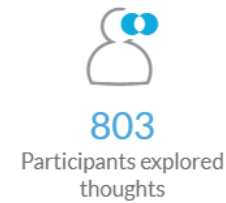
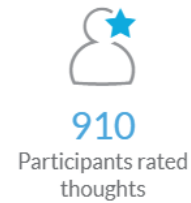
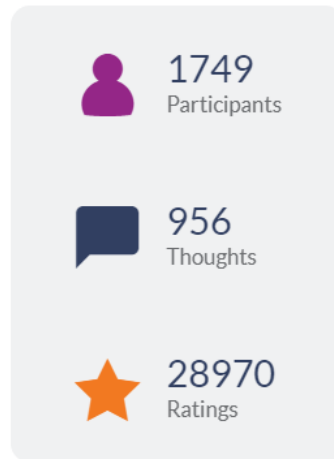


What are the **most important** things we can do in the Greater Victoria School District to meaningfully support learning opportunities for students?

Participation



What are the most important things we can do in the Greater Victoria School District to meaningfully support learning opportunities for students?

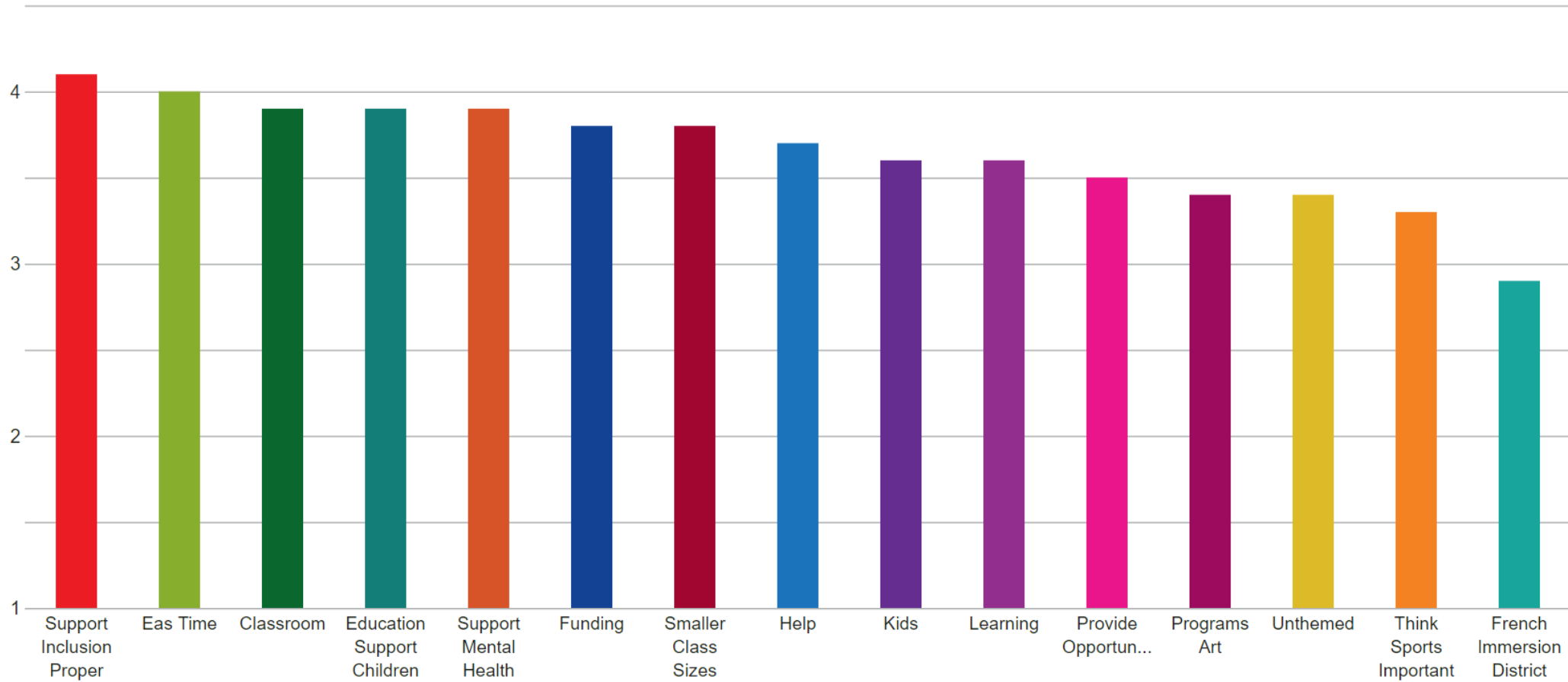


Participation



%		
25%	(310)	Student
13%	(159)	Staff (CUPE)
13%	(168)	Staff (Teacher)
3%	(37)	Staff (Other)
42%	(532)	Parent/Guardian
0%	(0)	Esquimalt Nations
0%	(2)	Songhees Nations
2%	(24)	Community
0%	(2)	Trustee
2%	(27)	Other

Themes



Students' Top Thoughts

more free time and free transit i think that there should be more free time because we need to live our life as kids not teachers dragging us we asloneedfreetransitcausekids cant pay



4.4 ★★★★★ (12)
 Ranked #1 of 317



more interactive learning when the lesson is interactive people tend to remember it more



4.3 ★★★★★ (11)
 Ranked #2 of 317



Give more opportunities to go on field trips At least in my school I am yet to go on a field trip. Just once to go golfing. We never explore other job opportunities or experiences



4.2 ★★★★★ (16)
 Ranked #3 of 317



I would like to see more resources to support youth mental health.




4.2 ★★★★★ (14)
 Ranked #4 of 317



Parents' Top Thoughts

Provide real and relevant training to Education Assistants We are dealing with students with complex needs. Often our pro-d offerings aren't giving us the tools we need in the classroom.




4.3 ★★★★★ (27) 
Ranked #1 of 786



Need more EAs and especially substitute EAs. Students who require EAs can be a huge distraction to other students learning when no EA is available. The shortage of substitute EAs is dangerous




4.2 ★★★★★ (32) 
Ranked #2 of 786



Better EA funding and supports for behavioral issues



4.2 ★★★★★ (28) 
Ranked #3 of 786



Hire more teachers and education assistants More direct support for students



4.2 ★★★★★ (28) 
Ranked #4 of 786



CUPE Top Thoughts

Funding to ensure every class has an EA in it. It is invaluable to students to have another person in the room that is able to see and address the needs of the students from a different perspective



4.4 ★★★★★ (12)
Ranked #1 of 626



You need to increase the funding for EA support for students. So many students are struggling and right now there isn't enough support in the classrooms to help the teachers.



4.4 ★★★★★ (11)
Ranked #2 of 626



more EA's for classroom support EA's are spread very thin...2, 3 and sometimes 4 classes provide support. also a safety concern for violent students. Consistency is very important



4.4 ★★★★★ (11)
Ranked #3 of 626



Have well trained staff with the right skills to support student learning. Without appropriate training/skills students are not being fully supported



4.3 ★★★★★ (14)
Ranked #4 of 626



Teachers' Top Thoughts

Shorten wait times for assessments and designations When kids have to wait years for assessment/designation, we don't have all the information we need to fully support them at school



4.5 ★★★★★ (22)

Ranked #1 of 307



Work to SUBSTANTIALLY INCREASE supports for front-line workers (teachers and EAs): resources budgets, prep-time, remuneration, and ratios. Non-Frontline supports are nice when there is excess funds and supports, but when resources are limited they should be placed where they do the most.



4.5 ★★★★★ (19)

Ranked #2 of 307



smaller class sizes/additional EA support One-on-one time is crucial for a lot of student's success



4.4 ★★★★★ (23)

Ranked #3 of 307



support teachers so they do not have to go on stress leaves it is cost effective and in the best interest of the students



4.4 ★★★★★ (22)

Ranked #4 of 307



Staff-Other Top Thoughts

Adequate staff support provided for students with behaviour and learning needs.

3.4 ★★★★★ (5)

Ranked #1 of 2



Reduce class sizes It's the single most helpful thing in improving learning, teacher satisfaction and stress, and core competencies all around.

2.3 ★★☆☆☆ (5)

Ranked #2 of 2



"Locking in" EAs to positions at the beginning of the year does not allow for flexibility, changes in designations, combination of designations. Teachers and EAs are stretched to the maximum, and it is not allowing for consistency with the students at my school. I am tired and disappointed.

2.9 ★★★★★ (4)

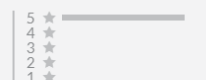
Not enough ratings to rank



(1) More nature-based learning excursions (2) better manage teacher absenteeism Teacher absenteeism has been disruptive for the last 2-3 years

3.3 ★★★★★ (1)

Not enough ratings to rank



Top Thoughts - Overall

More EA support for classes I find kids need more and more one on one as the years go on and I can't get to every single kid every single block



4.4 ★★★★★ (31)

Ranked #1 of 941



Adequate staff support provided for students with behaviour and learning needs.



4.3 ★★★★★ (57)

Ranked #2 of 941



Better EA funding and supports for behavioral issues



4.3 ★★★★★ (53)

Ranked #3 of 941



Definitely needing more EA support in the classroom. Teachers need more support so all students can learn.

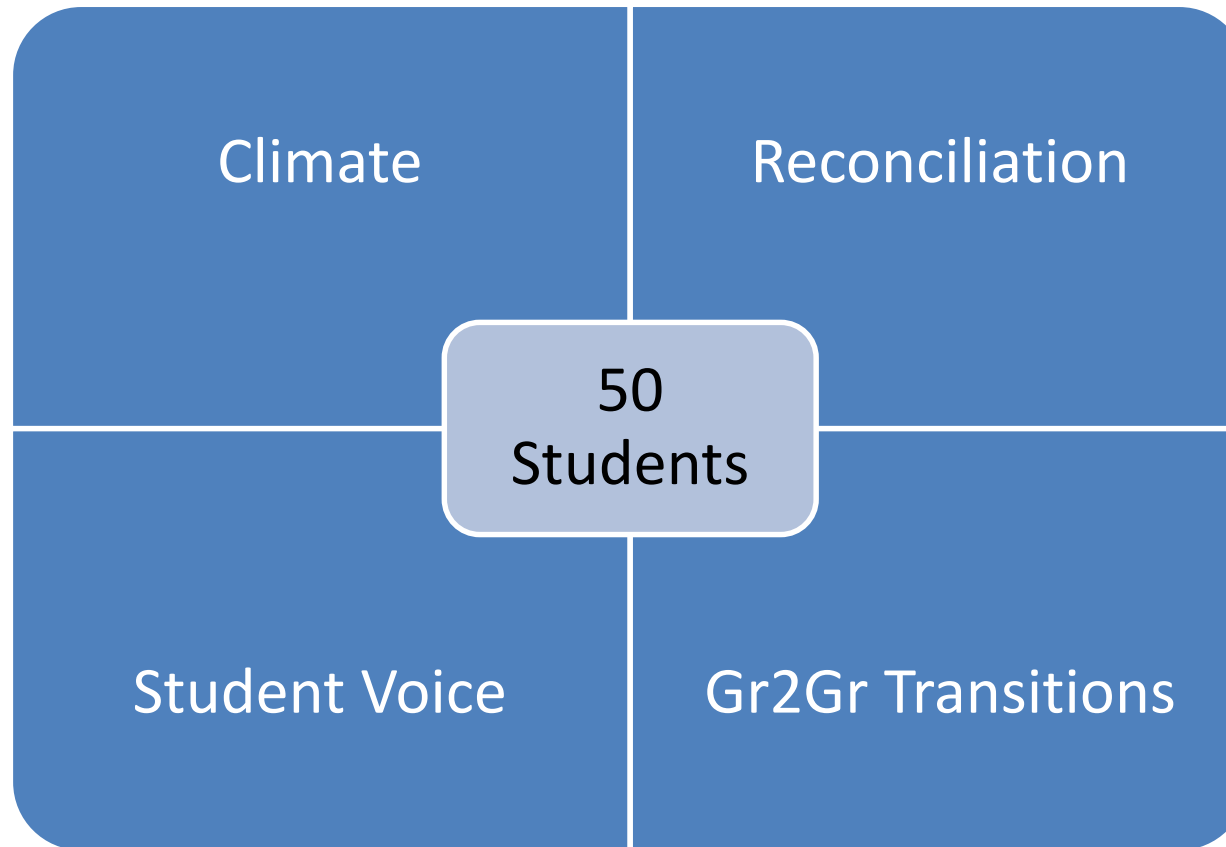


4.3 ★★★★★ (48)

Ranked #4 of 941



Student Symposium



Student Symposium

<https://www.sd61.bc.ca/our-district/financial/>

Agenda

7:00-7:20	Topic #1
7:20-7:40	Topic #2
7:40-8:00	Topic #3
8:00-8:20	Topic #4
8:20-8:30	Closing Remarks



Topic #1 - Reconciliation

How do we work collaboratively to grow Indigenous student successes and ensure all students benefit from the indigenization of the BC curriculum? How should these two foci inform the budget process?

What might be some key strategies for us to consider as we consider this question ?

What would be some feedback loops for the community that we should consider as we begin to align and weave this work together?

Topic #2 - Climate

From what students said, recent presentations to the Board by GVTA and parents, and with the infancy of the board's climate emergency resolution, what can we ALL do to understand current initiatives (what are we already doing?) and remove perceived or real barriers to promote the importance of what students said they needed around climate change?

What added supports should we consider during budget time?

What priority in the long list of important budget items should we place on climate and how should we decide?

How can we partner with community agencies in this work?

Topic #3 - Facilities

What does the Board need to consider at budget time, in determining the balance between direct classroom supports and the short and long term challenges of providing safe, quality physical learning and working environments for students and staff from day to day?

What are some strategies the Board can use to help in its decision making and how can you inform Trustees?

Topic #4 – Student Supports

Knowing that there is only one pot of money and that the challenge cannot simply be met with “more”, what could all staff and Trustees do better to recognize the uniqueness of each school, and the varying degree of strength and need in each school, to move from perceived or real inadequate to adequate supports, and ideally adequate to rich supports, for all students in our schools?

What learning and working experiences have worked well for you in your past?

What do you envision could help to move this big work forward?

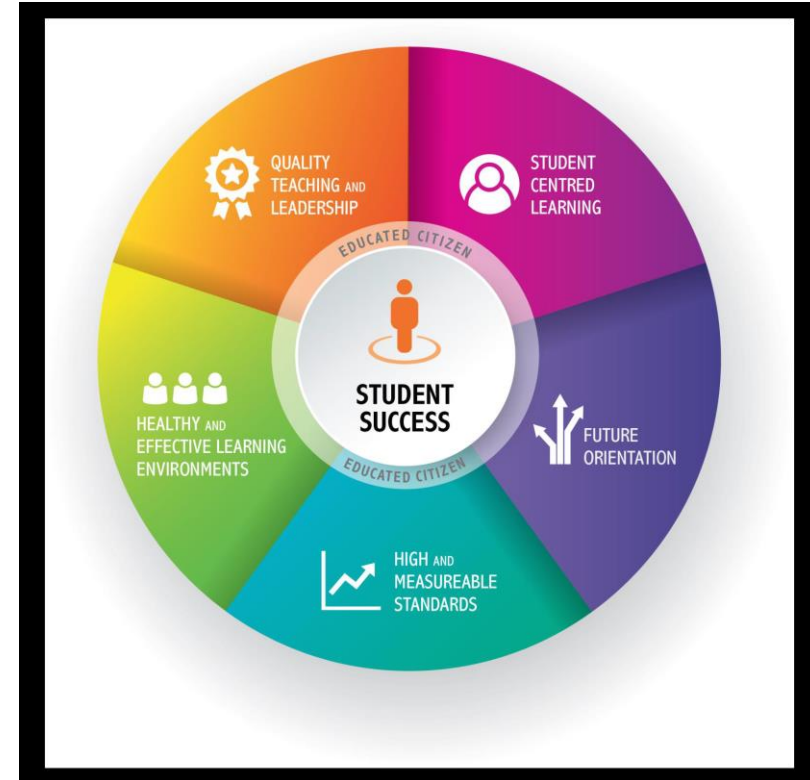
Have you observed any rich strategies you wish you had the time, training, teamwork to try yourself or for your students/children?

In Closing

Resource allocation is a powerful tool

- To make change
- To improve opportunity

When we intentionally align dollars to further our strengths and address our needs, we create conditions for student success



Thank You

One *Learning* Community



**School District No. 61 (Greater Victoria)
VCPAC/CUPE 947/CUPE 382/GVTA/VPVPA/
Board of Education/Senior Leadership**

Talking Tables

Budget 2020-2021

Thursday, February 20, 2020

5:00 pm

Location: Ambrosia Centre, Victoria, BC

aned assistants budget build community
connection create curriculum district
education elders etc experts facilitate fear funding gvta
human important in-service indigenous keeper
knowledge learning local parents people pro-d
reconciliation release resources
school share staffing story students success
support targeted teach teachers together
training understand work wrong

RECONCILIATION

A place of reconciliation is a place where Indigenous content is woven throughout curriculum K-12.

We all need to put ourselves as educators, and the people supporting learning throughout the District, in the exact same place that we ask of the students:

- recognize there is something that we might need to learn
- listen with our hearts and minds connected to the stories of the rich history
- ask respectful questions
- collaborate with others
- take thoughtful risks and learn from them, especially the mistakes

With the graduation/completion rates for Indigenous Students lower than non-Indigenous students in SD61, and the focus on supporting Indigenous student learning, at both the District and school level, we are leaning into the First Peoples Principles of Learning (handout on table) to support us in our pathway forward, helping us to arrive on some guiding questions for tonight's discussion.

- 1. How do we work collaboratively to grow Indigenous student successes and ensure all students benefit from the indigenization of the BC curriculum? How should these two foci inform the budget process?**
- 2. What might be some key strategies for us to consider as we consider this question?**
- 3. What would be some feedback loops for the community that we should consider as we begin to align and weave this work together?**

Collaborate

Include term decolonization before reconcile

Decolonize our personal bias, system bias, systemically racism

How do you deal with students who feel guilt for colonization?

How do you enrich the dialogue to recognize historical pieces?

Teachers having to seek out history to be able to teach

Human Resources – hire indigenous people

More resources that remove colonization – redefining literature

Personal – “connection to people” need connections to indigenous students and community

Ties in well to students desire for field trips

Flexibility in teaching style to meet indigenous ways – be in the forest, not behind a desk

More money in schools with higher percentage of indigenous students who need help

Focus on students who are not having success

Need a new role in schools for human connections in the school and community – an initiative to bring “ALL” of us together
 Must move beyond just awareness of reconciliation to equip students to own it
 ALL students, not just indigenous
 Connect students. Indigenous population together with rest of the population; inclusion – not separate
 Support wholeness of community as ONE
 Investment in technology: to record and use human resource more equitably; and more visible to all
 It will be a long and slow process not all arriving at the same place in history at the same time
 Patience
 Celebrate the success we have had and what we have accomplished; creates accountability
 Sensitive and IMPORTANT
 ANED and GVTA feeling inundated with classroom support requests and implementation demand plus elder burnout
 May Pro-D: focus on increased demand on ANED
 Teacher training and support need, and resources (for equity – a minimum standard of basic resources)
 Can we develop a framework?
 Can we curate local resources (on-line and digital)?
 Can we capture and share success stories (fund teacher connections and mentorship)?
 Can we develop a training cycle with budget (e.g. ANED, WHMIS, VPP, etc.)?
 Who else can we connect with in the broader community? Doesn’t have to just be elders and ANED
 More of the indigenized curriculum district release for in-service/Pro-D
 PAC funded honorarium for knowledge keeper
 Cowichan Valley employs teacher salary paid elder
 Not enough money to work with carvers
 Indigenous education assistants
 Rooms for indigenous space
 In-service/Pro-D for EA’s
 Appetite among teachers – fear and apprehension about doing it properly! Rather do nothing than do it wrong; don’t want to do it alone
 Teachers would love co-teaching on a regular basis
 Any and all pro-d – choice is vital but we want it
 Student voice – want to move forward, want the next step
 Can’t keep teaching the same thing balanced with need to teach it too
 Hearing importance of in-service and pro-d. Understand fear of offending and doing it wrong
 Like idea of hiring knowledge keeper at teacher salary
 We need to facilitate, not an expert and that’s ok
 Students as experts sometimes
 Need administration to back you up if teacher make a mistake; if moving forward with a good heart
 Supporting TTOC’s is important too – no assumption that they’ve done something wrong when trying
 Allies need to be open to be gently corrected
 So many moving parts: necessary support for teachers; half day workshops offered on First Peoples’ Principles of Learning this year
 ANED doesn’t have budget to release time; need more people
 Work on units of study with cohorts of teachers
 Team leaders or department heads doing this work?
 Love to see teachers brought in to facilitate
 Teachers get frustrated with top heavy at Board office; need peer to peer

Supporting and mentoring early career and perhaps long term for our indigenous teachers so students see themselves reflected

From the nations: see District doing events, reconciliation means granddaughter need to read at grade level. As parents they want students to read, graduate – that's reconciliation.

GVTA: Local contact for indigenous education committee; chair reports back to GVTA Executive; looking at contacts in every school

Not only the Indigenous Education teacher

Help other teachers to incorporate First Peoples' Principles of Learning

More than one teacher – summer posting round – ratios, postings, vacancies

Teachers: lack of resources, except what they buy themselves

Need resources in the hands of teachers

District office has lots of resources but lots of people don't know about it

Need to examine a shared, collective funding for resources

CUPE – Indigenous Education Assistants – special funding, but being used as regular school EA's, not going to community as needed

Discussion with parents re: "indigenizing curriculum" and how this works

Parent: variety of what is visible or how much we see or "don't see"

The messaging seems like an aside

Other districts have woven it into everything

Resources: embed these in libraries with Librarian; catalogued there and scanned; how can we leverage

Teacher Librarians' access to build capacity?

Teachers: lack of confidence, resources & training – how is this targeted to teachers?

Releasing teachers by grade level to work together with teachers doing it well doing the modelling

How can we fund the training?

Release for learning rounds; co-teaching-try-then come back

Job embedded experiences so not so scary

Don't want to teach things that are wrong, struggle with being authentic, it isn't their story

Indigenous funding combined with District Budget if it is completely embedded in the curriculum – continue this new approach.

Feedback loop: process in the District about "how to"

Connecting with Elders and then give gifts

Education Assistant liaison isn't working as the hours have been absorbed by the school

Make it real

Have knowledge keepers in every school

Real connection

Bring in local experts

Need parents/elders/community involved

Understanding of what it is?

What do we need to do? Uniqueness of each community

Fear of saying/doing the wrong thing

Facilitation/programming – awareness of what we already have

Indigenous staff

What do we have? Presenters, book studies, scholarship

Building understanding: For all learning, leadership learning occurring

LEA Discussion

Knowledge of all the Nations and what they want or do not want

Food/culture/Elders etc. – tour the land to understand

Building knowledge for students: Canoe program, nature wildlife, language, story telling
Languages acquisition – how to build it
Indigenous Content: Shoreline, Craigflower, Tillicum, Rockheights etc.
Address inconsistency across schools and across district
Fear of misrepresentation
How do we share planning, resources and experiences with one another? ELG share out, admin meetings, Pro-D and what else?
Provide each school with a poster of Truth and Reconciliation mandates
Purposefully budget for greater connection to community
Staffing cannot be created equally
Better resourcing/staffing for students at risk
Reconciliation targeted funding – what are we doing in the mainstream? Create a new position: Community Liaison?
Indigenous staffing at each school
Fund it for ALL OUR STUDENTS because it is our PROVINCIAL CURRICULUM
We need over and above targeted funding for ALL schools



A word cloud of climate-related terms enclosed in a dashed rectangular border. The words are in various shades of blue and are arranged in a non-uniform, overlapping manner. The largest words are 'climate', 'create', 'gardens', 'issue', 'recycling', 'school', 'students', and 'transit'. Other visible words include 'change', 'build', 'carbon', 'clean', 'community', 'composting', 'courses', 'cupe', 'difficult', 'district', 'emissions', 'facilities', 'free', 'grants', 'heating', 'help', 'improve', 'initiatives', 'job', 'learning', 'lot', 'maintain', 'money', 'municipalities', 'neutral', 'pack', 'partners', 'person', 'plan', 'power', 'program', 'staff', 'support', 'vehicles', and 'work'.

barriers build carbon change clean climate
community composting courses create cupe difficult district
emissions facilities free gardens grants heating help
improve initiatives issue job learning lot maintain money
municipalities neutral pack partners person
plan power program recycling school staff
students support transit vehicles work

CLIMATE

At the student symposium, climate was one of the topics. On the same day, student voice/self-advocacy was also a topic.

Students were passionate about a project as seemingly simple as recycling. Why is it different school to school? Where did the soft plastics go? Why does it seem to rest on students inside the school? What is an effective strategy to not contaminate the bins by student and staff misuse or disregard? Can we get some help or coordination from the district?

Gardens and composting: students wondered why this wasn't happening at all schools. They were connecting to the outdoors and learning real life skills and found value in this.

Recent climate strikes came up in many of the comments. Students were frustrated they were unable to attend something so important to them, even though they had written permission notes from parents. Frustration about how signing a student out was not a viable option for working parents. They struggled with their own desire and need to attend, at the same time recognizing some students 'just wanted to skip' and how that might have impacted decisions made by staff.

From what students said, recent presentations to the Board by GVTA and parents, and with the infancy of the board's climate emergency resolution, what can we ALL do to understand current initiatives (what are we already doing?) and remove perceived or real barriers to promote the importance of what students said they needed around climate change? What added supports should we consider during budget time? What priority in the long list of important budget items should we place on climate and how should we decide? How can we partner with community agencies in this work?

Recycling costs money – how do we keep it clean so it's not rejected?
Pack in/out – costs nothing; not all schools do it!
Need passion person but without them it falls apart
Logistics issue – not custodian's job
Can reach out to experts to help address barriers
Carbon emissions are report out – why wasn't it as high a priority at student symposium?
Sometimes there's not enough electric power in the building
How could SD61 work with municipal partners?
EV – electric vehicles, fleet of 60 gas/diesel vehicles in SD61
Heating/powering buildings is biggest contributor
Climate as part of curriculum
Standardizing recycling – should look the same everywhere
Would be worth consulting with external experts to build a plan and create priorities
Do we ask our suppliers to be green?

Feels like a lot of talk around climate and not a lot of action
 We are doing a lot but not everyone knows
 Can we support students to get to protests?
 Can we bring the protest to students?
 Can we bring in speakers? Is that feasible?
 Training for staff re climate
 Partner with community agencies to provide district-wide recycling processes etc.
 Recycling and gardens: not cultural – person dependent – keen staff, not sustainable when/if they leave
 There isn't a common framework and it isn't anyone's job
 How does this fit into learning? Connect to life – going to the dump (restrictions); going to the mall (modelling)
 Paying employees – CUPE 947/382? – supporting community connections and gardens
 Consistent messaging and approach
 How do help move past reacting to the issues (e.g. recycling) and get to learning-focused innovative solutions for larger climate considerations?
 Need to stay focused on LEARNING and social/global awareness and citizenship – not getting lost in managing recycling, gardens etc.
 Pack in/pack out but when things go home do they just go in the trash?
 Whose job is it to deal with recycling/coordination?
 Recycling is not the solution to climate change!
 Recycling is the least important part of climate change; should not be a focus of climate
 Free transit for students and staff (pro-pass \$12/month)
 "Drive to 5", have students walk the last five minutes to schools; safer on the school site as well
 Students can transit
 Boundary change may help if catchment school enrolment
 GVTA presenting on free youth pass at regional transit meeting
 Free transit for students on field trips; teaching a skill to take transit
 Sending students to advocacy role – more powerful role. How do we remove barriers to their participation?
 Seismic question – if the project is funded for gas heat pumps and solar is \$1m more, what do we choose?
 Trustees taking infrastructure advocacy motions to BCSTA
 Question: community partners? Does gardening, composting, become part of composting?
 Sequestering carbon – more important to plant a community garden vs native plant gardens and re-wilding.
 Not a huge uptake in the course Environmental Science 11 (new this year) – how do we encourage this?
 So big – where do you start?
 Turn heat down; but some heating systems so old can't control even if we wanted to
 Money accessible to students for a climate action plan
 Money is the real barrier since 2012
 Facilities – compostable bags too expensive
 CUPE partners left cleaning
 Students: get rid of single use plastics
 Pack in /pack out seems to be effective
 Recycling is a huge issue: contamination issues CUPE/custodial isn't paid to do and so much time used washing containers
 Shared responsibility

Some classrooms don't have Rubbermaid towers
 Budget neutral issue: pack in/pack out teaches responsibility
 Special issues/fundraisers
 Healthy food program creates issues – e.g. apple core
 We are way past recycling....
 Free transit: beyond just Victoria; can the school district advocate together with GVTA on this?
 Locking bike facilities need to be more plentiful; further develop bike storage for parents to drop off and pick up
 Even little kids can ride the bus to prevent drop-off
 Secondary: create courses toward climate change, not as a grant application but courses designed for this
 Pro-Pass: BC Transit – yearly passes with auto withdrawal
 Student forum was great to create focus and ideas for improvement
 Create ways to show younger students so they can grasp concepts
 Other: Carbon neutral efforts from facilities: Shift energy sources, reducing emissions
 New schools being very conscious of carbon neutral emissions, new standards
 School gardens are good but its extra work as it is
 Solar power: Rafael Sunshine has met with Associate Superintendent: can more be investigated? Can a business case be developed for new builds?
 Reduce paper that comes home with students daily...more hands on activities – samples in portfolio and use technology to archive student work
 Recycling – documentary “Broken” – watch
 Plastic bags vs rights of industry
 Bi-products or not value
 Dumped the recycling bins on the floor – to discuss what it really is
 Demand for resources to learn about it
 Lots of grants – but who has the time to do this?
 Recycle – too difficult to manage; washing station
 Pack in/pack out
 Garden programs – again needs to be maintained – who is in charge
 Compost bins – again not clean and very difficult to maintain
 Create partner with municipalities
 Create the plan from start to finish. Create the systemic change
 For certain populations difficult to maintain
 Concern for certain children and what they have or not
 What it takes to create re-usable products
 Separate recycling issue from climate change issue
 Initiate an entrepreneurial program for students so the district can lead the municipalities
 Small grants available at each level of school to support student (tied to Enhanced Learning Grants?)
 clubs focused on climate change
 Need to find ways to work with municipalities/influence municipalities to improve transportation and other initiatives to improve transportation and other initiatives
 Personal vehicle use is the biggest problem related to climate change – how can we influence /improve municipal infrastructure to build sidewalks, add lighting, public buses with routes and stops servicing schools
 Greatest use of energy in our district is heating – how can we improve this? Facilities upgrades!

bathrooms budget buildings capital classrooms
community costs create cycles district etc facilities
fund gender issue keep learning limited maintenance money
number paint people plan problem schedule schools
shared solution spaces staff student upgrades
work

FACILITIES

SD61 has one of the oldest asset pools in the province due to its history and heritage profile. Operations and maintenance are often the first to be reduced when budget discussions occur when tough decisions need to be made (i.e. covering a shortfall). We always want to put as much money into classroom supports directly supporting students (resources, teachers, EA's, relevant off campus field trips, programming etc.) as we can.

At the same time, enrolment is growing and we are upgrading and opening new space in previously closed schools. We are working hard to put sound capital projects in front of the Ministry for renewal.

Again at the same time, if we work under the premise that the physical learning environment and conditions (natural light, lighting, wayfinding, noise, choice, flexibility) for learning are the third teacher, we are challenged with providing not only quality classrooms, but also a shift to specialty spaces that ideally should be available in all schools: sensory rooms, break out spaces for flexible grouping and regrouping of students for a particular task and student agency in their learning, universally accessible playgrounds, outdoor learning classrooms and multi-purpose spaces.

What does the Board need to consider at budget time, in determining the balance between direct classroom supports and the short and long term challenges of providing safe, quality physical learning and working environments for students and staff from day to day? What are some strategies the Board can use to help in its decision making?

HINT:

Short term: repairs and maintenance out of the operating budget and AFG.

Long term: medium to large projects out of capital budgets. Medium: window replacement, boiler/HVAC upgrade. Long: full school replacement (Vic High)

Actual physical space very limited to create special spaces

Schools with space needs – yes class spaces ok

Facilities down and oldest functioning schools in province – rot, mold, exterior drainage problems

Why is physical space NOT a priority from Ministry (capital fund limited)

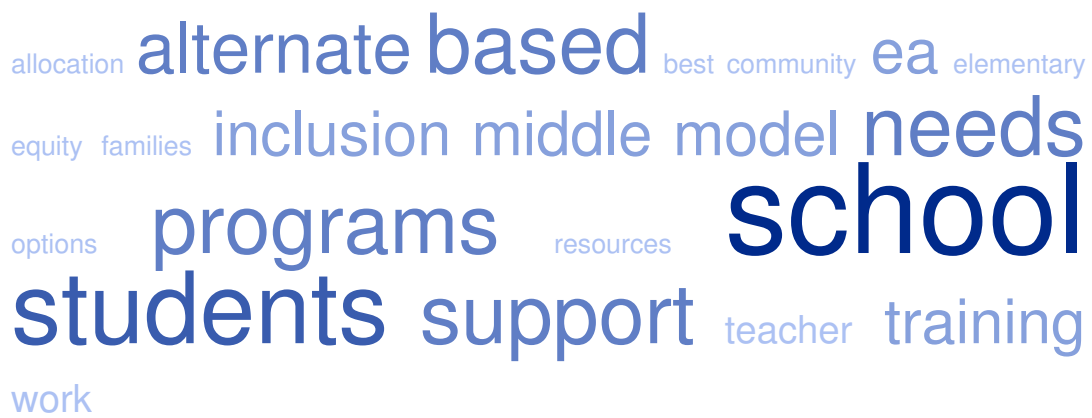
Director of Facilities – huge lack of money across board to maintain buildings and outdoor spaces; we pay workers well

Impact statements re poor structure conditions etc. on staff, students, parents and community to Ministry or Board

1300 work orders per month; District can barely keep up :-)

Lobby for a new type of budget?
 More manpower to get jobs done – staffing so limited
 Avoidance now costs more later or liability issues (!!) when all has deteriorated instead of fixing at a lower cost earlier
 Sell land to add to capital budget
 Creating outdoor classrooms – creative solution?
 Not cutting CUPE 382 staff for budget savings – we’ve already trimmed and cut too far
 Opening closed schools that we still own
 This is bigger than our zone of control – districts’ hands are tied
 Minimum space requirements – e.g. inclusion learning strategy
 When doing renovations/upgrades have to prioritize QUALITY and HEALTH/SAFETY
 Some schools look like a prison – where is the joy, love, care and beauty?
 Schedule for interior paint is 18 YEARS
 If environment is the third teacher – we can’t cheap out
 Security cameras missing on outside of schools could replace money spent on repainting over graffiti
 Dog feces a problem
 Issue with philosophy of cameras
 Murals can be an effective solution and community building
 More people means more money – competing with district student services
 Cleaning schedules – would that save money on lost productivity (day custodians?)
 Signage and compliance with signage on animal use in schools; bring to city council
 School community setting priorities allows schools to budget (what is scheduled from district and what is not?)
 Bathrooms need upgrading
 Know how many schools are short of space: sensory rooms, breakout spaces
 Portables not a solution because it strains infrastructure (bathrooms, gyms, libraries etc.)
 Is there a way to provide resources – classes out in the community once a week and space left empty for the day is flexible? Creating space without adding footprint
 Need a long term plan
 Exacerbated by introduction of inclusion model
 Also exacerbated by classroom enhancement fund and number of teachers hired (Great!) need more classrooms
 Paint goes a long way
 District staff could be sacrificed for more paint
 Is the rumour of the DP of Elementary true? That’s a lot of paint.
 Using surplus for one-time projects
 Trustees need to keep lens of equity; it’s not equitable
 Some places where most vulnerable student are have worst facilities
 Trustee need to maintain strong advocacy
 Can’t necessarily spread the money out – some need more
 Gender nonconforming child – finds shared spaces ‘unsafe’ to find balance
 Consider safer playgrounds/hallways
 Imagery created for bathrooms
 Costs of printing?
 Safety concerns for bullying/shared spaces
 Signs from facilities for students and pictorial for younger children
 Gender neutral washrooms in all schools

Some gender neutral bathrooms are seen as family bathrooms
Maintenance & buildings are a huge issue
Attracting carpenters and keeping them
Maintenance – GPS and speeding, feel not trusted
Capital workers - work in their own vehicles therefore want to work in their own car and get mileage
Discussions re school keeping excess money for “rainy day” funds
Maintenance is crucial to prevent disrepair
Breakout spaces – great idea but spaces are being lost due to schools being too big
Critical mass for student numbers shouldn’t be driven by loudest voices and “classroom space”
Classrooms and different flex spaces should be seen as having equal need – not just by number of students
Spaces such as parent rooms and strong starts shouldn’t be seen as less important
Create a long range facilities plan: maintenance timelines plan and queue them up proactively
Childcare facilities – different than the school so have to follow the rules of licensing
Use of the school – how so we use it as a better money use? Community use? Shared access?
What could our buildings look like if we shared the land and built on the schools?
What programs would you run on holiday time?
Shoreline Health Hub example. Cedar Hills retirement/library
Budget for upgrades each year in cycles. What would we do if we put more money into it?
What the cycles of painting etc.?
Funding for furniture for learning spaces
How do schools know the cycle?
Completely inequitable working/learning sites across the district
This is a provincial/ministerial problem, not one that the district should or will be able to adequately fund
Lack of trades people – not enough people to do the work (labour shortage or wages?)
Do we upgrade buildings that are waiting for capital projects to be approved??
So much rich conversation here that could not be captured



A word cloud of education-related terms. The words are arranged in a roughly rectangular shape, with 'school' being the largest and most prominent. Other large words include 'students', 'programs', 'support', 'needs', 'based', 'inclusion', 'middle', 'model', 'teacher', and 'training'. Smaller words include 'allocation', 'equity', 'families', 'options', 'resources', 'best', 'community', 'ea', and 'elementary'. The words are in various shades of blue and are enclosed in a dashed rectangular border.

allocation alternate based best community ea elementary
equity families inclusion middle model needs
options programs resources **school**
students support teacher training
work

STUDENT SUPPORTS

ThoughtExchange's top thoughts overall highlighted Education Assistant time and adequate supports for students with behaviour needs and learning needs.

The foundation of inclusion is that supports and strategies for one struggling or unique student can help all students.

While concerted efforts are taken to consider different factors when determining vulnerability in schools: number of students with unique needs (English Language Learner, special education designations), hunger, socio-economic and MCFD statistics, staffing and other supports are largely formula driven which can create equity in some cases and inequity in others.

Each school is different than the next school if we take into account:

- Enrolment
- Space and capacity
- Other vulnerability factors such as access to after school care, extra-curricular activities, and activities in the community
- Complexity of students with unique needs
- Indigenous
- Course offerings
- Programs of choice
- Grade configurations
- Behavioural needs that may not be yet assessed or not funded
- Giftedness and what it means in the current context
- Varying degrees of data gathering or data informed decision making
- Varying levels of individual student complexity (does one student with autism require 20 hours of Education Assistant time a week, or none depending on strategies in place? Does a student not yet assessed or not meeting designation criteria for funding require an Education Assistant during certain unscheduled times of the day/week?)
- Engagement and ability of PACs to fundraise
- School's ability to provide or build in collaboration and innovation time

Knowing that there is only one pot of money and that the challenge cannot simply be met with "more", what could all staff and Trustees do better to recognize the uniqueness of each school, and the varying degree of strength and need in each school, to move from perceived

inadequate to adequate supports, and ideally adequate to rich supports, for all students in our schools?

What learning and working experiences have worked well for you in your past?

What do you envision could help to move this big work forward?

Have you observed any rich strategies you wish you had the time, training, teamwork to try yourself for your students/children?

Family School Streams – consistency in offerings to students to maintain student engagement (e.g. music – with pathways changing, ensure middle and high schools have the requisite basic program that matches preceding programs)

Collaboration between EA and teacher: essential – must have – professional level – no teacher autonomy to do or not

KEEP FTE – no prevalence model

Prevalence model uses data NOT necessarily relevant to the current year needs at a particular school

+++

Resources, not necessarily people: training/courses, alternative programming and enriching experiences (hands on, trades, careers, arts)

Late allocation of resources (EA) to support new complex students; takes a long time

Lots continuum of options/programs

How do we best use EA's as a valuable resource?

Can we better tap into community options and partnerships to enhance learning opportunities and programs?

Training and support

Perception that allocation in rollover budget not best or highest use

Have schools desperately in need of equity improvements, been taken in to consideration?

Advocacy for more money in the system is the other part of the equation

XXXX Elementary for example, 250 students, 3 EA's, nothing more to take

Middle school: inclusive ed team 2/5 are on medical leave. How to support?

Full time counselling in middle schools

Dismantled behaviour programs – 95% of day dealing with 4 students; others are neglected

We have an alternate school at SJ Burnside for high school students, what about middle?

Saanich has middle/elementary alternative model – short intensive model (break from day to day)

Students return from alternate school with appropriate supports

Student psychologist identification

Why aren't we investing in early learning?

Violence increase in elementary

EA's in every K class

Invest in training for teachers in inclusion

Work with universities on social –emotional training (SEL)

Leadership program at teacher training

Best of the most for the cheapest – doesn't work for every child; need continuum of service; alternative options for students.

Are we being realistic about our allocation?

We know which schools have more need – how can we be more aware of this need?

Not base what supports are needed, based on formula driven, should be based on a school profile basis?

After establishing a baseline- yes.

Agree a unique profile for each school and not a formula driven but not based on loudest voices, based on actual need

Working families have a hard time being part of these conversations at PAC etc.

Indigenous education voices are often not at the table; other priorities are seen and Indigenous Education families haven't been considered

We need evidence for access needs – where does that evidence come from?

Make sure that needs are not based on just numbers, based on more specifics and information

Track student attendance – compare

Look at PATTERNS OF STAFFING at schools: Leaves, moves, reduced workloads. This will indicate work level stress

Tiers of support for schools: immediate needs; specific needs – community LINK

This topic could be an entire even on its own; maybe after the survey from the community?

Split model – how do you make a school more efficient?

How do we design it to make it more efficient?

What are the needs, then provide the funding; equity

Equity – gifted

Pro-d on how to do things differently

Building capacity within schools/support programming on all sites

Inclusion needs more funding

What is the cost of inclusion to the “other” students?

Are we including “those kids” when they are choosing an alternate space?

Behavioural Intervention Supports – more than one district staff member

Very interested but diverse feelings

Mostly in agreement with the ideology/philosophy of inclusion but different viewpoints on the implementation